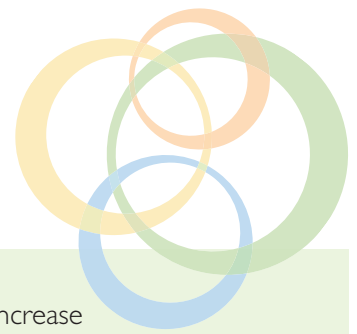


Miami-Dade County Public Schools

Project RISE



The objective of Project RISE—Rewards and Incentives for School Educators—is to increase student achievement in high-need schools by promoting collaboration and sharing of best practices among teachers and encouraging them to seek National Board Certification. Incentives will be available for Project RISE National Board Certified Teacher leaders for delivering high-quality instruction and professional development tailored to each school's needs. Incentives will also be available to administrators at the selected high-need schools for achieving increases in student achievement. Project RISE schools will also receive incentive funds for teacher mini-grants, conducting action research, and conference attendance.

Needs Assessment Results and General Information

Miami-Dade County Public Schools (M-DCPS), the fourth largest school district in the nation, serves approximately 350,000 students in a geographic region that encompasses 2,000 square miles. Ninety percent of the student body is minority, with 62 percent Hispanic, 26 percent black, 9 percent white, and 3 percent other. More than 50 percent of Miami-Dade's residents are foreign born; 62 percent of the population speaks a language other than English at home; and 10 percent of M-DCPS students are classified as limited English proficient.

Background

The goal of Project RISE is to increase student achievement by implementing an innovative pilot program designed to support the development of highly effective teachers and administrators in high-need schools.

The state of Florida already has a performance-based compensation system in place, which is based primarily on increases in student achievement.

Project RISE provides struggling schools with additional incentives, resources, and tools necessary to boost student achievement and enable these schools to reach the performance benchmarks necessary to qualify for state incentives.

Thirty-eight high-need elementary and secondary schools are participating in Project RISE. The project began with 12 schools in year 1, added 13 schools in year 2, and added another 13 schools in the current year, year 3. Participating schools benefit from the services of up to two National Board Certified Teachers (NBCTs). NBCTs model best practices in their own classrooms and extend their expertise to other teachers, individually, in small groups, and/or to the entire faculty. NBCTs have released time for professional development, coaching, and modeling in the classroom. Each NBCT leads a minimum of four professional development activities on effective teaching strategies each year. Principals are coached by highly qualified, retired school leaders. Leadership teams from each school attend 1-week leadership development programs during the summer following their first year of participation in Project RISE.

Location(s)	Miami-Dade County, Florida
Award Date	June 2007
Duration	5 years
Partners	Center for Evaluation and Education Policy, Indiana University

Incentives

NBCTs who volunteer to teach at high-needs schools and serve as Project RISE teacher leaders in those schools receive a stipend of \$3,000 per year. In addition, RISE NBCTs deliver staff development aligned to their schools' improvement plan, for which they receive a yearly stipend of \$2,500. Principals whose schools improve the student achievement measures on their School Incentive Scorecard receive an award of \$1,000, and assistant principals receive \$800.

Evaluation

The Center for Evaluation and Education Policy (CEEP) at Indiana University evaluates Project RISE. The evaluation plan includes assessing measurable participant and organizational outcomes as well as the quality and delivery of project activities. Information gathered from this ongoing monitoring process serves as the basis of a formative evaluation (or planning tool) on which continual program improvements can be based. The evaluation will also include a summative evaluation.

Resources

Matching funds will include salary and fringes for the NBCTs and grant personnel, released time, professional/technical support, and incentives (including business and community support). By the fifth year, M-DCPS will cover 75 percent of the costs of the differentiated compensation costs. Once the grant cycle has concluded, the incentive portion will be sustained through initiatives with community partnerships.

Data Systems

Through the Office of Information Technology Services, the district maintains and continues to refine a sophisticated data warehouse environment that is available to fulfill the needs of Project RISE. No additional capacity is needed. The warehouse uses software tools to manage all district-wide data. The data warehouse stores all historical and student information,

including, but not limited to, demographics, attendance, and student achievement tests scores.

Year 2 Activities

A second cohort of high-need schools and NBCTs was added to Project RISE in year 2. The incoming cohort of schools received the same rigorous support provided to schools in Cohort I. During year 2, a training component for Project RISE NBCTs was added, providing them with resources and skills to enhance their delivery of professional development at the school sites. During year 2, Cohort I schools implemented plans and strategies developed by their leadership teams as a result of participation in the summer executive leadership institutes. All Project RISE schools received support in the implementation of Classroom Instruction That Works (CITW) strategies and in the creation or expansion of professional learning communities. In June, assistant principals from all cohorts participated in a week of training to enhance their knowledge and leadership of school-site grant initiatives. Project RISE NBCTs also participated in a week of training and planning for year 3. Student achievement continued the positive trend begun in year 1 as 21 of 25 Project RISE schools earned school grades of A, B, or C during year 2.

Outlook for Year 3

The third and final cohort of schools and NBCTs was identified prior to the opening of the new school year. Cohort II is implementing plans and strategies developed as a result of participation in summer executive leadership institutes. All cohorts of NBCTs will participate in leadership development training during the year. All cohorts of schools will be implementing CITW and professional learning communities as part of the site-based professional development. School leaders will receive ongoing support from the project staff throughout the year through school visits and through several planned implementation assistance webinars.